

### Diary Dates

10<sup>th</sup> November - Odd Socks Day  
10<sup>th</sup> - 14<sup>th</sup> November Friendship Week  
11<sup>th</sup> November - Remembrance Day  
26<sup>th</sup> November - Parents' Evening

Every Tuesday PM - Forest School  
Every Wednesday - PE

## 3CH Newsletter Autumn 2



### Class Assembly

1<sup>st</sup> December 2025 9:10am.

## Maths

Adding and subtracting 1s, 10s and 100s crossing a 10 and 100.  
Column addition and subtraction across 10 and 100.  
Multiplication and Division: Finding equal groups, arrays and multiplication facts. 2,3,4,5,6,8 x tables.

## RE

What does it mean to be a Christian living in Britain today?

Understand and explain how Christians show their beliefs in the home and in church.  
Recognise ways that different Christians use music in worship.  
Understand how and why Christians celebrate Holy Communion.  
Explain how Christians make a difference in their local community.  
Consider why people stand up against injustice because of their religion.



## Design & Technology Castles



Identify different features of a castle  
Explain why castles need to be strong and stable  
Design own castle  
Identify purpose and label features  
Create castle using nets of shapes and junk materials  
Evaluate and suggest improvements

## Guided Reading / Comprehension



## English

### The Barnabus Project



Character Description  
Setting Description  
Narrative

### The Tear Thief



Character Fact File  
Letter

Adjectives Adverbs Prepositions (place and movement)  
Expanded noun phrases Dialogue



## History

Enquiry Question: How did life change for people living in the Stone, Bronze and Iron Age?

1

How do artefacts inform us about prehistory in Britain?

4

What was life like in Iron Age Britain?

2

How did life change during the Stone Age in Britain?

5

What does Stonehenge tell us about prehistoric Britain?

3

What was life like in Bronze Age Britain?

6

How did prehistoric beliefs and rituals change?

## Computing: Stop-frame animation

Use a range of techniques to create a stop-frame animation.

Apply skills to create a story-based animation.  
Add other types of media to their animation, such as music and text.

## Science: Rocks and Soil

Know that rocks can be grouped based on appearance or properties (e.g. colour, texture, hardness and permeability) and some may contain grains, crystals or fossils. Understand that grains and crystals appear differently and can be used to classify rocks. Explain how rocks can change over time (e.g. erosion and weathering) and soils are made from rocks and dead matter.

Use a magnifying glass correctly to observe the appearance of a rock in detail. Recognise the relationship between properties of rocks and their uses. Use results to choose the appropriate rock type for a specific use, suggest a better choice of rock for a specific use and predict how a rock will be affected by the weather. Understand the work of a palaeontologist and that fossils can form from the remains of living things. Research and present information on fossil formation using a single source.

## Key Vocabulary

|                    |
|--------------------|
| add                |
| total              |
| plus               |
| sum                |
| more               |
| altogether         |
| difference         |
| subtract           |
| less               |
| minus              |
| take away          |
| column addition    |
| column subtraction |
| exchange           |
| estimate           |
| inverse operation  |
| solve problems     |
| number facts       |
| place value        |

## Addition and Subtraction Methods

### 3-digit and 1-digit numbers

Not crossing 10s

$$268 - 4 = 264$$

| Hundred                                                                           | Ten                                                                                | Ones                                                                                |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |

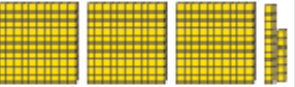
$$343 + 6 = 349$$



Crossing 10s (Exchanging)

| 324                                                                                |                                                                                    |                                                                                      |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 300                                                                                | 20                                                                                 | 4                                                                                    |
| 300                                                                                | 10                                                                                 | 14                                                                                   |
|  |  |  |

$$316 + 8 = 324$$

| 316                                                                                  | 8                                                                                     |
|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |

$$324 - 8 = 316$$

### 3-digit and 2-digit numbers

Add and subtract tens

| Hundred                                                                             | Ten                                                                                 | Ones                                                                                |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |

$$451 + 3 \text{ tens} = 481 \quad (5 + 3 = 8)$$

$$451 - 4 \text{ tens} = 411 \quad (5 - 4 = 1)$$

Crossing 10s (Exchanging)

$$258 + 80 = 338$$

- Column method
- Count in 10s mentally
- Add 100, subtract 20

Crossing 10 and 100

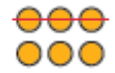
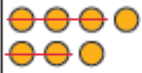
$$\begin{array}{r} 368 \\ +73 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 368 \\ -73 \\ \hline 8 \end{array}$$

### 3-digit numbers

Not crossing

$$679 - 351 = 328$$

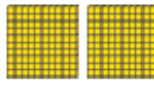
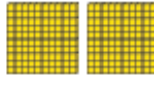
| Hundred                                                                             | Ten                                                                                 | Ones                                                                                |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |

Crossing 10s (Exchanging)

|                                                                                     |                                                                                     |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |
| $\begin{array}{r} 269 \\ +154 \\ \hline 423 \\ 11 \end{array}$                      |                                                                                     |
| $\begin{array}{r} 514 \\ -268 \\ \hline 246 \end{array}$                            |                                                                                     |

### Add and Subtract 100s

$$284 + 300 = 584$$

| Hundred                                                                               | Ten                                                                                   | Ones                                                                                  |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |
|  |                                                                                       |                                                                                       |

## Addition and Subtraction

### Estimate

Estimate by dividing the hundred into 250 and 225.

Estimate 10s (330, 340) between 325 and 350.



Estimate  $167 - 89$

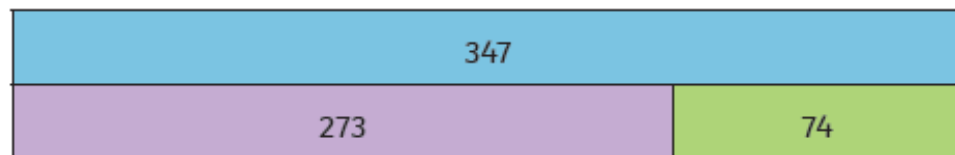
Use near numbers  $170 - 90 = 80$

Near numbers:

|     |     |     |     |
|-----|-----|-----|-----|
| 413 | 279 | 521 | 782 |
| ↓   | ↓   | ↓   | ↓   |
| 400 | 300 | 500 | 800 |

## Knowledge Organiser

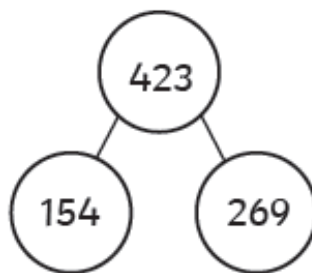
### Check Answers



$347 - 74 = 273$  can be checked using

$273 + 74 = 347$

This part whole shows the inverse calculations using these three numbers.

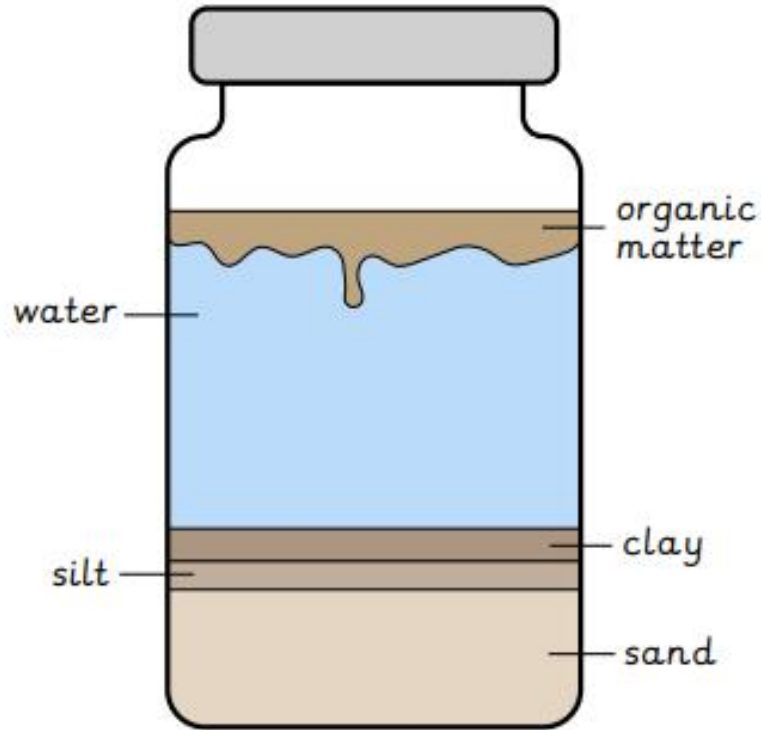


|                   |                   |
|-------------------|-------------------|
| $154 + 269 = 423$ | $269 + 154 = 423$ |
| $423 - 154 = 269$ | $423 - 269 = 154$ |



**Rocks** are formed in different ways and from different mixtures of minerals, other rocks and **organic materials**. This means their appearance and physical properties can vary.

Drainage rate is how quickly water passes through a soil.



Soil can be separated using sedimentation (mixing with water).



**Peaty soil**

- Consists of mainly organic matter.
- Medium drainage.

**Clay soil**

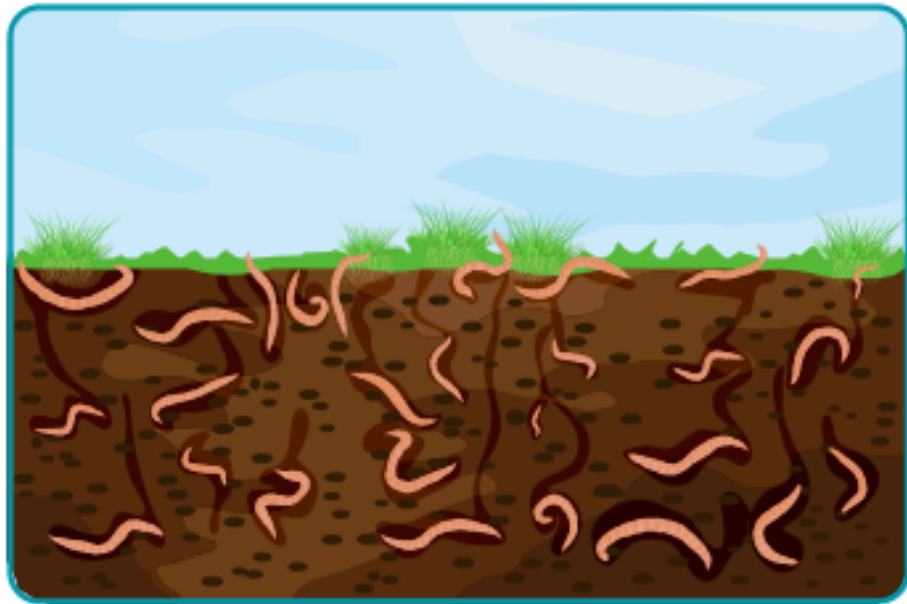
- Consists of mainly clay grains.
- Drains slowly.

**Loam soil**

- Consists of even amounts of sand, clay, silt and organic matter.
- Medium drainage.

**Sandy soil**

- Consists of mainly sand grains.
- Drains quickly.



Rock can be broken down into small pieces called **sediment** by forces of nature like wind, rain, rivers, animals and plants.

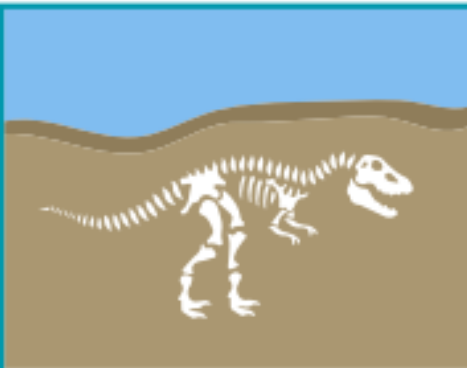
Soil is made from **grains** of sediment, organic matter, water and air. Soil contains different sized grains of sediment:

- Clay (smallest).
- Silt (medium).
- Sand (largest).

A paleontologist is a scientist who studies fossils. Fossils can tell us about the living things from Earth's past.



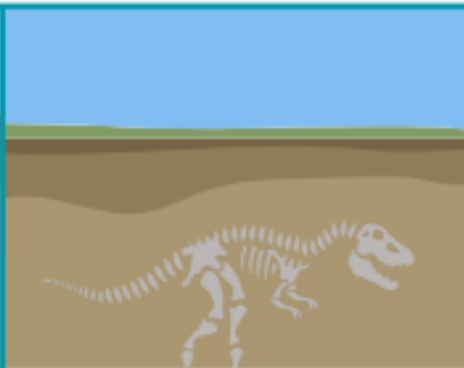
A living thing dies.



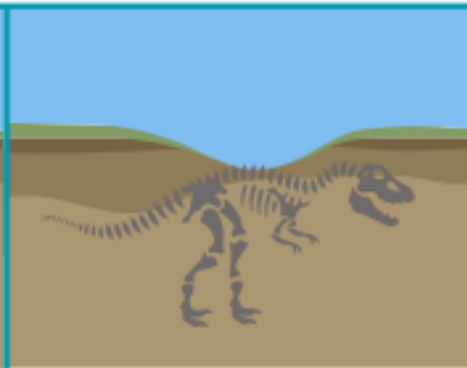
It is buried under a layer of sediment.



Layers of sediment build up on top and squash it.



Water seeps in and minerals replace the parts of the living thing.



It has been turned to rock and is now a fossil.

## Structures - Constructing a castle

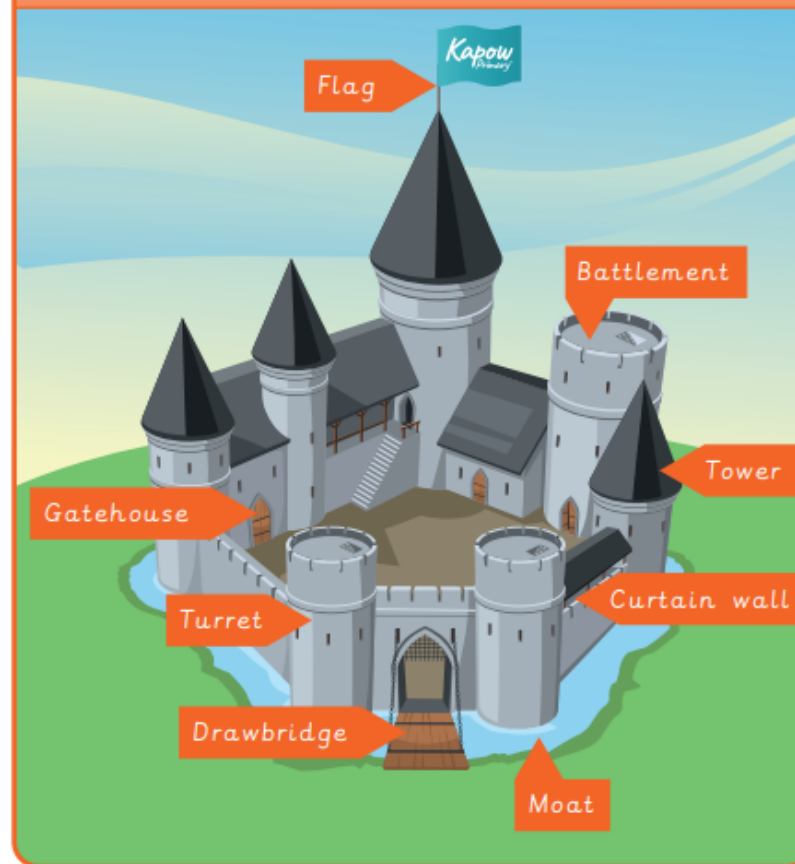
|                 |                                                                                                                                              |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 2D shapes       | Flat objects with 2-dimensions, such as square, rectangle and circle.                                                                        |
| 3D shapes       | Solid objects with 3-dimensions, such as cube, oblong and sphere.                                                                            |
| Castle          | A type of building that used to be built hundreds of years ago to defend land and be a home for Kings and Queens and other very rich people. |
| Design criteria | A set of rules to help designers focus their ideas and test the success of them.                                                             |
| Evaluation      | When you look at the good and bad points about something, then think about how you could improve it.                                         |
| Façade          | The front of a structure.                                                                                                                    |
| Feature         | A specific part of something.                                                                                                                |
| Flag            | A piece of cloth used as a decoration or to represent a country or symbol.                                                                   |
| Net             | A 2D flat shape, that can become a 3D shape once assembled.                                                                                  |
| Recyclable      | Material or an object that, when no longer wanted or needed, can be made into something else new.                                            |
| Scoring         | Scratching a line with a sharp object into card to make the card easier to bend.                                                             |
| Stable          | Object does not easily topple over.                                                                                                          |
| Strong          | It doesn't break easily.                                                                                                                     |
| Structure       | Something which stands, usually on its own.                                                                                                  |
| Tab             | The small tabs on the net template that are bent and glued down to hold the shape together.                                                  |
| Weak            | It breaks easily.                                                                                                                            |

### Basic 3D Shapes



## Key facts

**Castles** can have lots of **features** such as towers, turrets, battlements, moats, gatehouses, curtain walls, drawbridges and flags.



### Did you know?

Windsor Castle is the largest castle in England.





**Prehistory** - a time before written records.

1 million years ago



4000 years ago



2000 years ago



### Stone Age

- Palaeolithic: People are hunter-gathers. They move from place to place.
- Mesolithic: People use tools to help them.
- Neolithic: People farm, make pottery, and build large things, such as Skara Brae and Stonehenge.

### Bronze Age

- In the Bronze Age, people learned how to make new objects from bronze and other metals.
- Some people became wealthy for the first time.
- There was conflict between groups of people because of wealth.

### Iron Age

- In the Iron Age people started to use iron to make tools and weapons.
- They built hillforts to protect themselves.
- They traded with people in Europe.

### Evidence

- An artefact is an object made by a person.
- Archaeologists use artefacts and remains like Stonehenge to learn about the past.
- Artefacts give evidence of what the past was like.
- Stonehenge is a monument.
- There are different theories about why Stonehenge was built and how it was used.



Skara Brae



Stonehenge

### Religion

#### Prehistoric Britain:

Believed in many Gods and Druids were religious leaders.

#### Neolithic and early Bronze Age:

Groups gathered in huge huts for rituals.

#### Later Bronze Age and Iron Age:

Smaller rituals took place in caves, woods, and near rivers.



| Word          | Definition                                                              |
|---------------|-------------------------------------------------------------------------|
| agriculture   | Agriculture is farming, or growing food on the land.                    |
| archeology    | The study of ancient people from the remains of their physical objects. |
| archaeologist | Someone who studies archaeology.                                        |
| artefact      | An object made by a person in the past.                                 |
| barrow        | A small cart.                                                           |
| BCE           | Before the common era.                                                  |
| bronze        | A metal used for making tools and weapons, made from copper and tin.    |
| CE            | The common era.                                                         |
| communities   | Small groups or families or clans.                                      |
| conflict      | Two things conflict when they contradict or disagree with one another.  |
| defend        | To defend someone or something is to protect them from an attack.       |
| druid         | A priest of an ancient religion in Britain and France.                  |
| festival      | A time of celebration, especially for religious reasons.                |
| goods         | Things that people buy and sell.                                        |

| Word             | Definition                                                                     |
|------------------|--------------------------------------------------------------------------------|
| hillfort         | A settlement on top of a hill with defences to protect its people.             |
| hunter-gatherers | People who live off food that is caught or found in the wild.                  |
| iron             | A strong, heavy metal.                                                         |
| Mesolithic       | The second period of the Stone Age.                                            |
| monument         | A statue, building, or column put up to remind people of some person or event. |
| Neolithic        | The third period of the Stone Age.                                             |
| Palaeolithic     | The first period of the Stone Age.                                             |
| prehistory       | The period of history before written records.                                  |
| ritual           | A regular ceremony or series of actions.                                       |
| sacred           | To do with God or a god.                                                       |
| settlement       | A group of people or houses in a new area.                                     |
| Stonehenge       | A huge monument first built in the Stone Age.                                  |
| theories         | Set of ideas suggested to explain something.                                   |
| trade            | When people buy and sell things.                                               |



## What does it mean to be a Christian living in Britain today?

| Word          | Definition                                                                                        |
|---------------|---------------------------------------------------------------------------------------------------|
| Christianity  | The religion based on the life and teachings of Jesus Christ.                                     |
| Faith         | Strong belief in God or in the doctrines of a religion.                                           |
| Bible         | The holy book of Christianity, divided into the Old and New Testaments.                           |
| Worship       | Acts of religious praise and devotion, often done together in a church.                           |
| Community     | A group of people living in the same place or having similar interests, often including a church. |
| Prayer        | A way of talking to God, which can be done alone or with others.                                  |
| Charity       | Helping those in need, often by giving money, resources, or time.                                 |
| Objects       | Physical items used in religious practices, such as the Bible, crosses, and images of Jesus.      |
| Family Values | The principles or morals that guide a family's beliefs and actions.                               |
| Service       | Activities that help others, often motivated by a desire to do good.                              |



### Key learning:

1. Identify and explain the significance of religious objects found in a Christian's home, such as the Bible and crosses.
2. Describe common practices among Christian families, such as prayer and charity.
3. Explain what Christians do in their church communities, including attending services and engaging in group activities.
4. Understand how Christians help their local community, illustrating this with examples of charitable acts and community service.
5. Explore how Christians make a difference in the worldwide community, using specific figures: Pope Leo XIV.
6. Compare and contrast the values and rituals of Christian families with those of their own families, highlighting both differences and similarities.